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technic Institute and has trained them in the presentation of materials. The book shows a broad view of the subject-matter of manual training adequate for advanced students as well as for immature children who begin the shopwork in the grades. The work is progressive but not formal. The student is given the idea of a real project, but is at the same time guided in his work so that he will get the fundamental processes necessary to a general training in the use of tools.

C. H. J.

*The Children's Reading.* By FRANCES JENKINS OLCOTT. Boston: Houghton Mifflin Co., 1912. Pp. 344. \$1.25 net.

Miss Olcott has so well stated the aim and scope of her book in the prefatory note to readers that I can do no better than quote it here.

"The aim of this book is to meet in a simple and practical way the following questions often asked by parents:

"Of what value are books in the education of my children?

"What is the effect of bad reading?

"How may I interest my children in home-reading?

"What kind of books do children like?

"What books shall I give my growing boy and girl?

"Where and how may I procure books?

"These questions are answered in fourteen chapters, each followed by a descriptive list of books helpful to parents and to child-study clubs, or suitable for the children's own reading. All juvenile books recommended are selected by standards based on Christian ethics, practical psychology, and the literary values of generally accepted good books. Instructions are given for procuring books by purchase or from public libraries. Special suggestions are made for parents living in the country.

"To make the information in the book of practical use, suggestions are given as to ways and means of interesting children in home-reading, and developing their literary tastes gradually and pleasantly—for, as the greatest of our English poets says: 'No profit grows where is no pleasure taken.'"

Miss Olcott, for many years the Director of the Children's Department of the Carnegie Library in Pittsburgh, has had exceptional opportunities for developing the use of good books among children. Her wide experience has most admirably suited her to the task she has undertaken. The teacher and librarian, as well as the parent, will find it very convenient to have so much information of a practical nature in a single volume. It is a mine of information published in attractive form.

IRENE WARREN